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THE INAUGURATION OF CORNELL UNIVERSITY

REPRINTED FROM THE ACCOUNT
OF THE PROCEEDINGS AT THE
INAUGURATION OCTOBER 7TH
1868

ITHACA
PUBLISHED BY THE UNIVERSITY
1921

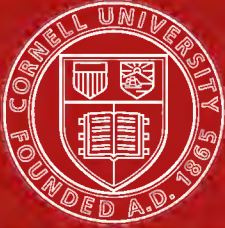
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A faint, circular library stamp is visible in the bottom right corner of the page. The text "CORNELL UNIVERSITY" is arranged in a circle around the center, which contains the word "LIBRARY".

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Cornell University, Robert L. Olin



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THE INAUGURATION

BY THE Charter of the Cornell University, the Legislature of the State of New York required the Institution to be open for the admission and instruction of students at a period not later than October, 1868. The Trustees and other officers of the University made every effort to comply with this requirement. The buildings were advanced as rapidly as possible; the President of the University spent several months in Europe for the purpose of purchasing books and apparatus; twenty resident and six non-resident professors were elected; and the various collections and cabinets were partially arranged. It was determined that the formal opening proceedings should take place on Wednesday, the seventh of October. A schedule of the day's exercises had been previously issued, and a large number of people, representing the various portions of the United States, gathered in the village of Ithaca. In accordance with the published programme the ceremonies began with an assemblage of the Trustees, President [Andrew D. White] and Faculty elect, and citizens generally, held in the hall of the Cornell Library*, Ithaca, at 10 o'clock in the morning. After an introductory prayer by the Rev. T. C. Strong, D. D., of Ithaca, the Honorable EZRA CORNELL delivered the opening address.

*A public library which Ezra Cornell had founded in 1863. The building, which he made a part of the library's endowment, is situated at the junction of Tioga and Seneca streets. It contains a public hall. See p. 14.

The Inauguration

ADDRESS OF MR. CORNELL

MR. CHAIRMAN, CITIZENS AND FRIENDS: I fear that many of you have visited Ithaca at this time to meet with disappointment. If you came as did a friend recently from Pennsylvania, "expecting to find a finished institution," you will look around, be disappointed with what you see, and report, on your return to your homes, as he did, "I did not find one single thing finished."

Such, my friends, is not the entertainment we invited you to. We did not expect to have a "single thing finished," we did not desire it, and we have not directed our energies to that end. It is the commencement that we have now in hand. We did expect to have commenced an institution of learning which will mature in the future to a great degree of usefulness, which will place at the disposal of the industrial and productive classes of society the best facilities for the acquirement of practical knowledge and mental culture, on such terms as the limited means of the most humble can command.

I hope we have laid the foundation of an institution which shall combine practical with liberal education, which shall fit the youth of our country for the professions, the farms, the mines, the manufactories, for the investigations of science, and for mastering all the practical questions of life with success and honor.

I believe that we have made the beginning of an institution which will prove highly beneficial to the poor young men and the poor young women of our country. This is one thing which we have not finished, but in the course of time we hope to reach such a state of perfection as will enable any one by honest efforts and earnest labor to secure a thorough, practical, scientific or classical education. The individual is better, society is better, and the state is better, for the culture of the citizen; therefore we desire to extend the means for the culture of all.

I trust that we have made the beginning of an institution which shall bring science more directly to the aid of agriculture, and other branches of productive labor. Chemistry

has the same great stores of wealth in reserve for agriculture that it has lavished so profusely upon the arts. We must instruct the young farmer how to avail himself of this hidden treasure.

The veterinarian will shield him against many of the losses which are frequent in his flocks and herds, losses which are now submitted to as matters of course by the uneducated farmer, and which, in the aggregate, amount to millions of dollars every year in our own State alone.

The entomologist must arm him for more successful warfare in defense of his growing crops, as the ravages of insects upon both grain and fruit have become enormous, resulting, also, in the loss of many millions of dollars each year.

Thus, in whatever direction we turn, we find ample opportunity for the applications of science in aid of the toiling millions. May we not hope that we have made the beginning of an institution which will strengthen the arm of the mechanic and multiply his powers of production through the agency of a better cultivated brain? Any person who visits our Patent Office at Washington, and contemplates the long halls stored with rejected models, will realize that our mechanics have great need of this aid.

The farmer is also enriched by increasing the knowledge and power of the mechanic. Mechanism, as applied to agriculture, was the great motive power which enabled the American farmers to feed the nation while it was struggling for existence against the late wicked rebellion, and it will enable them to pay the vast debts incurred by the nation while crushing that rebellion. This is an inviting field in which we must labor most earnestly. The mechanic should cease the fruitless effort "to bore an auger hole with a gimlet."

I desire that this shall prove to be the beginning of an institution which shall furnish better means for the culture of all men of every calling, of every aim; which shall make men more truthful, more honest, more virtuous, more noble, more manly; which shall give them higher purposes, and more lofty aims, qualifying them to serve their fellow

The Inauguration

men better, preparing them to serve society better, training them to be more useful in their relations to the state, and to better comprehend their higher and holier relations to their families and their God. It shall be our aim, and our constant effort to make true Christian men, without dwarfing or paring them down to fit the narrow gauge of any sect.

Finally, I trust we have laid the foundation of an University—"an institution where any person can find instruction in any study."

Such have been our purposes. In that direction we have put forth our efforts, and on the future of such an institution we rest our hopes. If we have been successful in our beginning, to that extent and no further may we hope to be encouraged by the award of your approval. We have purposed that the finishing shall be the work of the future, and we ask that its approval or condemnation shall rest upon the quality of its maturing fruit.

To take the leadership of this great work we have selected a gentleman and a scholar, who, though young in years, we present before you today for inauguration, with entire confidence that the "right man is in the right place."

We have also selected a Faculty which I trust will very soon convince you that we have not thus early in the enterprise commenced blundering. They are in the main young men, and they are quite content to be judged by their works.

Invoking the blessing of Heaven upon our undertaking, we commend our cause to the scrutiny and the judgment of the American people.

AT THE close of Mr. Cornell's address, the Charter and seal of the University and the keys of the University buildings were placed in a casket of carved oak, bound with steel, and handed to the Honorable Stewart L. Woodford, Lieutenant Governor of the State.

ADDRESS OF
LIEUTENANT GOVERNOR WOODFORD

THE time has come when a good education must be practical and beneficent. That education will be the best and most beneficent which shall be the most practical. Science and the highest art can do no better than to dignify labor and lighten the burdens of toil. That scholar will most worthily bear his college diploma who shall do most to bless and elevate the working man and the working woman. That University will most fitly and fully answer the aspirations of democratic America whose graduates shall add one kernel to the bearing capacity of an ear of corn; whose science shall make "two blades of grass to grow where grew but one before;" whose educated skill shall strew one new flower in the path of the humble, and fling one more sunbeam into the cottage of the lowly. Such scholars may Cornell train. Such a University may we found this day. Gentlemen of the Trustees and Faculty, I congratulate you and myself, a young man, that the beginnings of our University have been intrusted to young men like your President and Faculty. I congratulate you that this institution, the ideas of whose foundation are to work out so much of practical good in the years to come, is not to be tied or hampered by obsolete prejudices, but that young men, bringing to their work all the love of their young hearts and the energies of their young brains, are to make our University a living power in her very youth.

THE Lieutenant Governor here administered the oath of office to President White, and delivering into the President's hands the casket, said: "Now, Sir, in behalf of the State of New York and of our honored founder, Ezra Cornell, I place in your keeping this casket, containing the keys, which represent the temporal estate of the University, the Charter and laws for its government, and the broad seal of the University Corporation, and declare you duly installed as President of the Cornell University."

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ADDRESS OF PRESIDENT WHITE

SIX years ago, in the most bitter hour of the Republic, in her last hour as many thought, amid most desperate measures of war, the councils of the United States gave thought and work to a far-reaching measure of peace. They made provision for a new system of advanced education; they cut this system loose from some old ideas under which education had been groaning; they grafted into it some new ideas for which education had been longing; they so arranged it that every State might enjoy it; they imposed but few general conditions, and these grounded in right reason; they fettered it with no unworthy special conditions; they planned it broadly; they endowed it munificently.

This is one of the great things in American history—nay, one of the great things in the world-history. In all the annals of republics, there is no more significant utterance of confidence in national destiny out from the midst of national calamity.

Four years ago, war still raging, a citizen of this State, an artisan who had wrought his way to wealth, but who in wealth forgot not the labors and longings of poverty, offered to supplement this public gift with a private gift not less munificent. He alloyed it with no whimseys, he fettered it with no crotchets, he simply asked that his bounty might carry out a plan large and fair.

Three years ago the State of New York, after some groping, accepted these gifts, refused to scatter and waste them, concentrated them in a single effort for higher education and fixed on a system of competitive examinations to bring under the direct advantages of this education the most worthy students in every corner of her domain. Six months afterwards the authorities to whom the new effort was entrusted met in this pleasant village. Among them were the highest officers of the State. He who had offered the private endowment appeared before them. He not only redeemed his promise—he did more—he added to it princely gifts which he had not promised; more than that, his earnest manner showed that he was about to give something more

precious by far—his whole life. So was founded the Cornell University.

Months followed and this same man did for the State what she could not do for herself; he applied all his shrewdness and energy to placing the endowment from the United States on a better footing. Other States had sold the scrip with which they were endowed at rates ruinously low; the Founder of this University aided the State to make such an investment that its endowment developed in far larger measure than the most sanguine ever dared hope.

Such, gentlemen of the Board of Trustees and fellow citizens, are the simple landmarks in the progress of this institution hitherto—not to weary you with a long detail of minor labors and trials—such is the history in the chronological order, the order of facts; let me now briefly present it in logical order, in the order of ideas. And, first of all, I would present certain

FOUNDATION IDEAS.

On these is the structure based—these attach it firmly to the age and people for which we hope to rear it.

Foremost of these stands that corner stone embedded in the foundations by the original Charter from Congress—the *close union of liberal and practical education*.

Hitherto, with hardly an exception, the higher education had been either liberal or practical; by that instrument, provision was made for education both liberal and practical.

The two great sources of national wealth, agriculture and the mechanic arts, were especially named as leading objects to be kept in view. At the same time narrowness was prevented by clauses providing that other objects of study, necessary to broad and high education, should be attended to. No charter more timely in its special aims, more broad in its general aims could have been granted.

In entire harmony with the spirit and letter of this original Charter was the next foundation idea.

It was put forth by the Founder of the University himself, and in language the simplest and plainest. It gave a complete theory of university instruction. Said EZRA

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CORNELL: "*I would found an institution where any person can find instruction in any study.*"

Devoted to practical pursuits, he recognized the fact that there must be a union of the scientific and the æsthetic with the practical in order to produce results worthy of such an enterprise. The idea then of those who planned for the institution in the national halls at Washington, and the ideas of this man who had thought over this problem in farm and workshop on the shores of Cayuga Lake, were in unison.

Into these foundation principles was now wrought another at which every earnest man should rejoice, the principle of unsectarian education.

Perhaps no one thing has done more to dwarf the system of higher education in this land than the sectarian principle. As the result of much observation and thought I declare my firm belief that, but for our enslavement to this unfortunate principle, we would long since have had great free universities, liberal and practical, the largest, the most ample in equipment, most earnest in effort, the most vigorous in thought the world has yet seen. I believe they would have had a vastly stronger hold upon the people, and an infinitely more valuable result on national education in science, literature, art and practical pursuits.

I do not say that the sectarian principle has given no good results. It has done good and great good. It built colleges which otherwise would not have been built; it stimulated men who otherwise would have remained inactive; it incited labor and sacrifice which otherwise would have been wanting; but the time has come when we want more than they have given us.

I do not deny the earnestness of the founders and promoters of these colleges. I do not deny the great attainments and self-sacrifice of multitudes of their professors. I do not deny that they are doing good work today. But I do deny that all the work necessary can be done by such means, I deny that any university fully worthy of that great name can ever be founded upon the platform of any

one sect or combination of sects. Do you ask why? I point you to the simplest facts in educational history. I will not trouble you with the argument in the abstract; look at it in the concrete. One of the most honored college presidents of New York was excluded from teaching natural philosophy in a New England faculty because he was an Episcopalian. One of the most honored college presidents of New England was excluded from teaching Greek in a New York faculty because he was an Unitarian. One of the most renowned of college presidents in the Western States was rejected from a collegiate position in this State because he was a Presbyterian. One of the main college presidencies of New England remained a long time within these latter years vacant. Why? There were scholars, jurists, statesmen in that commonwealth, who would have felt honored by the position. Why were they not called? Simply because the statutes of that University required the presiding officer to be a clergyman of a particular sect, and no one of them happened to be found willing or able to undertake the duties. One of the largest colleges in this State rejected one of the best of modern chemists because he was not of a certain sect. A noted college in a neighboring State rejected one of our most noted mathematicians and astronomers for the same reason. Nor are these extreme cases. There are those within the sound of my voice who have seen a college long suffering for want of a professor in a certain department difficult to fill. A man of the required sect was at last found admirably fitted, but this man was rejected. Why? Solely because he was not of a certain peculiar party of that particular sect.

All this is the evil growth from an evil germ. From the days when Henry Dunster, the first president of the first college in America, a devoted scholar, a thorough builder, an earnest man, was driven from his seat with ignominy and with cruelty because Cotton Mather declared him "fallen into the briars of anti-pædobaptism," the sectarian spirit has been the worst foe of enlarged university education.

Place the strongest men under a spirit like this and they

are robbed of half their strength. Under such a system are wanting the very foundations of an University, because the only such foundations are foundations of liberty.

The fundamental idea of the institution which we hope to found is different. It accepts fully the principle of religious freedom in higher education as we all receive it in general education. Its Founder had quietly and characteristically announced this when he made to this town his splendid gift of a public library, and selected as trustees a body of sound-hearted, sound-minded citizens, regardless of creed or party, adding to the board the clergyman of every church in the town, Catholic and Protestant, orthodox and unorthodox.

This idea the Legislature of this State fixed firmly in our Charter. They fixed it and clenched it; for there are two clauses. The first clause is: "and a majority of the Trustees shall never be of any one religious sect or of no religious sect." The second is: "and no professor, officer or student shall ever be accepted or rejected on account of any religious or political views which he may or may not hold." On that ground we stand. The faculty now assembled is in the best sense a Christian faculty, yet it is of no one dogma: almost every religious body is represented.

But it may be said that the system is unchristian. What then is your whole system of common schools? It is founded on the same basis. What then is your whole system of government? It is carried on in the same manner.

Do you trust to sectarian teaching alone to save Christianity? The great deists of the last century and the great rationalists of this century were almost without exception educated in schools where sectarian tests were rigid. Voltaire, and Gibbon, and Diderot, and Renan, and Colenso were so educated.

But, it is said that an institution for advanced education must be sectarian to be successful. Here, again, we will turn from theory to practice. I point you to the State University of Michigan; it is young, it is insufficiently endowed; it has had trials; it is in one of the smaller and less wealthy States,

and worse than that, in an unappreciative State. Yet it is today confessedly the greatest of educational successes in our country. It is unsectarian, but it is one of the best bulwarks of noble and enlightened Christianity in that commonwealth.

On that same basis we take our stand. We appeal from sectarians to Christians; we appeal from the sectarian in every man to the Christian in every man. Nor shall we discard the idea of worship. This has never been dreamed of in our plans. The first plan of buildings and the last embraced a University chapel. We might indeed find little encouragement in college chapel services as they are often conducted: prayers dogmatic or ceremonial; praise with doggerel hymns, thin music and feeble choir; the great body of students utterly listless or worse.

From yonder chapel shall daily ascend praise and prayer. Day after day it shall recognize in man not only mental and moral but religious want. We will labor to make this a Christian institution—a sectarian institution may it never be. We take this stand in perfect good will to all colleges and universities based upon the opposite idea. There is more than work enough in this nation for all. The books of this institution opened but a few days since show this. We have entered the largest single class ever known in the United States, and that too after rejecting over fifty candidates as ill-prepared; and yet the other colleges and universities of this and neighboring States, almost without exception, have increased their number of students.

Yet another of these foundation ideas was that of *a living union between this University and the whole school system of the State.*

It cannot fail to strike any thinking man with surprise that while the numbers in the public schools of this commonwealth are so great, the numbers at the colleges are so small. What is the cause of this? Is it that the people of this State do not wish any advanced education? Every other sign shows that they do wish it. Is it that they have not the means? The means were never more abundant than now.

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It is believed by many of us that it is because there is a want of vital connection between the higher institutions and this great system of popular instruction. We believe that the only hope for such an institution as we long to see is in pushing its roots deep down into this great rich school system.

This idea also took shape in our Charter. Under the direction of the Superintendent of Public Instruction the statute was so framed as to provide for competitive examinations in each Assembly District, and to give the scholar passing the best examination, in studies pursued in the best common schools, admission free of all charge for tuition.

Yet another of those fundamental ideas was that which, against prejudices of locality and of sect, has triumphed during these latter years in every great public body of this State, whether Legislature or Convention—the idea of *concentration of revenues for advanced education*.

In these days it takes large sums indeed to man and equip institutions prepared to do work of the highest and best. There must be large and varied libraries, delicate apparatus, models the most intricate, collections, cabinets, laboratories, observatories, shops, engines, instruments, tools. There must be buildings and farms, and there must be men,—men worth having. All this demands great means.

Formerly the policy of the State had been to fritter away such resources. Great funds had been scattered among a large number of institutions. Each of these had noble professors—all had done good work—but as a rule not one had the means to carry on the best work.

Smaller States east and west of us had by concentration produced far greater results. Every year saw a long line of our most earnest young men going forth to the universities of other States which had pursued a policy of concentration.

It has indeed been claimed that by scattering small colleges over the State facilities for advanced education were increased. This may have been so before railroads practically reduced States to a tenth of their old limits. Certainly it is not so now. Concentration of means is proven to draw

out a far greater number of students than the opposite policy. Again I turn from theory to fact; again I cite our neighbor, the State of Michigan, with only about an eighth of our population and with the smallest fraction of our wealth, and she has more students today in her one University, under her policy of concentrating resources, than the State of New York has in all her colleges under her policy of scattering them. The class which entered that institution a fortnight since outnumbers all the entering classes of all our colleges.

Facts like these show that you can only attract students by meeting their wants; that it is not nearness and cheapness merely, but thoroughness and fullness which attract students. Divide the University of Michigan into four parts, and scatter them over the State, and, at the very highest, you would not draw more than a hundred students to each. Concentrate them, and today over fifteen hundred students enter its halls.

Facts like these have had their weight. They have carried the day in legislatures and conventions against local interests, sectarian influence and the attachment of graduates to their alma mater, until concentration for advanced education may be regarded as the settled policy of the State.

Such are some of the main foundation ideas of our plan. I come now to another class,

FORMATIVE IDEAS.

First of these I name the idea of *equality between different courses of study*.

It is determined to give special courses like those in agriculture, mechanic arts, engineering and the like, equality in honor with other special courses. To this we are pledged. It has been the custom, almost universally, to establish colleges for agriculture or the mechanic arts separate from all others, with small endowments. These have been generally placed in remote and unattractive parts of States, and, as a rule, thus treated, they have been regarded as the inferior college of an inferior caste, and have languished and died.

From that practice this State has departed. A citizen having provided mainly the endowment for an University,

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it unites with it or rather incorporates into it departments of agriculture and the mechanic arts, to be leading departments, in full standing, at least equal to any other, equal in privilege, equal in rank of students, perhaps more than equal in care.

It does not send the student in agriculture or mechanic arts to some place remote from general instruction. It gives the farmer's son the same standing that it gives the son of any other citizen. It makes him a part of an University broad and liberal; it makes his study the equal of any study; it makes him the peer of any student.

In obedience to your wishes, gentlemen of the Board of Trustees, I have within the past two years visited a number of the leading schools of agriculture and the mechanic arts, both in the old world and in the new. I have found the better opinion unanimously in favor of the system which the State has now adopted, that of giving to these great practical arts of life equal and honored departments in an University rather than to scatter them to schools feeble and remote.

A similar principle is to govern us in the formation of courses of study in the departments of science, literature and the arts in general. It is an old custom, derived from the mother country, to force all students into one single, simple course of study. No matter what the tastes of the young student, no matter what his aims, through this one course he must go, and through none other. For generations this has been the leading policy in higher education. Noble men have been produced under this system, partly by it, partly in spite of it; but its general results have been unfortunate in the extreme. Presenting to large classes of young men no studies to attract them or stimulate them, these have conceived a dislike for higher education. Still worse, it has injured their mental quality by dragging them through one branch after another for which they cared not, droning rather than studying, a half-way mental labor more injurious than no mental labor.

The Cornell University attempts a different plan. It presents to students, coming to its halls, several courses,

separate and distinct, suited to different minds, looking toward different pursuits. Acting up to the University ideas of its Founder and its Charter from State and nation, does a student desire the old, time-honored course, enriched by classical study, it gives it; does he wish more attention to modern science, to history, to the great languages and literatures of the modern world, to science as bearing on practice, it gives either of these.

But it may be said that other colleges have done this. This is but partially true. A few have manfully attempted it, and they deserve all credit. As a general rule, these more recent courses have been held inferior, and the students taking them have been held inferior. Both courses and students have generally been studiously kept apart from those esteemed more ancient and honorable. Thus has risen a spirit of caste fatal to the full development of these newer courses.

The Cornell University holds these courses, if of equal duration, equal. Four years of good study in one direction are held equal to four years of good study in another. No fictitious supremacy is ascribed to either.

Another part of our plan is to combine labor and study.

The attempt is to have this a voluntary matter. It is not believed that forced labor can be made profitable either to the institution or to the student. Voluntary labor corps will be formed and the work paid for at its real value—no more, no less.

The question is constantly asked, Can young men support themselves by labor and at the same time carry on their studies? The answer as I conceive it is this. Any student, well prepared in his studies, vigorous in constitution and skilled in some available branch of industry, can, after a little time, do much toward his own support, and in some cases support himself entirely. At present the young carpenter or mason can earn enough on the University buildings during half a day to carry him through the other half, and it is hoped that, as our enterprise develops, young men of energy and mechanical ability can do much toward

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their own support in the shops to be constructed, and upon the University farm under direction of the professors in the College of Agriculture. In the latter especially there is hope for the most speedy solution of the problem, and it is believed that young men skillful and energetic in farm labor may, by work during the vacations and in some of the hours spared from study during the remainder of the year, accomplish their own support.

Still I would avow my belief that the part of this experiment likely to produce the most satisfactory results is that in which the labor itself is made to have an educational value. In the careful designing and construction of models and apparatus under competent professors, the artisan who has already learned the use of tools can acquire skill in machine drawing, knowledge of adjustment of parts, dexterity in fitting them, beside supporting himself at least in part and supplying models to the University cabinets at a moderate rate. Master mechanics thus educated are among the greatest material necessities of this country. The amount annually wasted in the stumblings and blunderings of unscientific mechanicians and engineers would endow splendid universities in every State. One of the noblest aims of this institution is to thus take good substantial mechanics and farmers from the various shops and farms of the State and give them back fitted to improve old methods, invent new, and generally to be worthy leaders in the army of industry.

With unskilled labor the problem is more difficult. Students, unskilled in labor, agricultural or mechanical, may do much toward their own support, in cases where there is quickness in learning and great physical vigor. Still the number of such cases will be found, I think, comparatively small. The chances in this direction for young men city-bred, delicately reared, or of a constitution not robust, are, I think, few.

I know well, gentlemen of the Board of Trustees, that you will do all that can be done to solve this problem; and, gentlemen of the Faculty, I know that you will earnestly second this effort. No class of students shall be regarded

by us all with more favor than those who work with their hands that they may work with their brains.

Closely connected with this comes physical education. From the first this has held an important place in our plan, and I think that every person interested in our enterprise will be glad to know that the Faculty have already in this respect seconded the intentions of the Trustees. The idea of Herbert Spencer regarding man's study of himself as preliminary to other study has been carried out in our university programme. In the schedule of studies already arranged, every student, in every fixed course, must pursue the study of human anatomy, physiology and hygiene, and it is hoped that by adding to this work gymnastic exercises we may do something toward preventing our scholars becoming a "feeble folk," and may bring up physical development not less than mental. I fully believe that today in the United States physical education and development is a more pressing necessity even than mental development, and we shall act upon that belief.

Still another idea which has shaped our plans for instruction is that of *making much of scientific study*.

The wonderful progress in natural science has aroused an interest which we shall endeavor to satisfy; but, more than this, we would endeavor to inculcate scientific methods for their own sake. We would lead the student not less into inductive processes than into deductive. To carry out this idea the Faculty have arranged to commence the study of natural science at the beginning of the course, and not, as has usually been the case, to throw it into the latter part, when the student has his eye fixed on active life. We shall try this experiment. It is urged by some of the best thinkers of modern times. We hope for it not only something in the interest of science, but we believe that it will make the student stronger for studies in language and literature. But while we would give precision and strength to the mind in these ways we would give ample opportunity for those classes of studies which give breadth to the mind, and which directly fit the student for dealing with state problems and world

problems. In this view historical studies and studies in social and political science will hold an honored place. But these studies will not be pursued in the interest of any party. On points where honest and earnest men differ, I trust we may have courses of lectures presenting both sides. I would have both the great schools in political economy represented here by their ablest lecturers.

You have seen, fellow citizens, that nearly all these formative ideas may be included in one, and that is the adaptation of this University to the American people, to American needs, and to our own times. Not to English life and English needs, not to French or German life and needs; not to the times of Erasmus, or Bacon, or the Mathers, or Dr. Dwight, but to this land and this time. Happy was I a week since to be strengthened in these ideas by a voice from across the waters, which every American honors and which will be heard ringing nobly here as it has done in academic halls of the old world—the voice of Goldwin Smith.

I will read from a recent letter. After expressing a most earnest sympathy and promising speedy coöperation in our work here, Professor Smith thus writes:

“You say you wish I could be with you. So do I, because the occasion will be one of the deepest interest. But you would not persuade me to give you any advice. I know too well the difference between the old and the new world. At least the only advice I should give you would be: Without ignoring the educational experience of Europe to act quite independently of it, and to remain uninfluenced, either in the way of imitation or of antagonism, by our educational institutions or ideas. The question of academical education on this side of the water is mixed up with historical accidents and with political struggles to which on your side there are happily no counterparts. * * * What I would say is: Adapt your practical education, which must be the basis of the whole, to the practical needs of American life, and for the general culture take those subjects which are most important and interesting to the citizen and the man. Whatever part may be assigned to my subject in the course of

general culture, I will do what I can to meet the wishes of the authorities of the University, without exaggerating the value of the subject or unduly extending its sphere."

The Faculty have been found true to this spirit. They have already voted to memorialize the Trustees that, at an early day, provision be made for some of those studies which the ordinary needs of the country call for—those studies which have so much value in a commercial country. For example, I hope to see the time and that speedily when every student in this institution shall have the opportunity to obtain the elements of mercantile law and the practice of accounts; the latter, especially, not only for its practical utility, but as conducive to systematic habits of noting, comparing and preserving results, not less valuable to the man of science than the man of business.

Such are some of the main formative ideas. Let me now call your attention to some of another class,

GOVERNMENTAL IDEAS.

First of these is *the regular and frequent infusions of new life into the governing board*. The Trustees themselves proposed this; the State Legislature embedded it in our Charter. The provision is two-fold. First, it makes the term of office of the Trustees five years, instead of the usual life tenure, and requires that all elections be by ballot. Next, it requires that so soon as our graduates number fifty they may elect one Trustee each year, thus giving them one third of the whole number elected. Thus it is hoped to prevent stagnation, to make a more living connection between the institution and its graduates, and to constantly pour into its councils new and earnest life.

Another of this class of ideas refers to the *government of students by themselves*.

The government of large bodies of young men assembled in colleges and universities presents some of the knottiest problems in education. It will be the aim of the authorities to promote more and more the residence of students in private families, and thus to bring the young men under family influence, and under the feeling that they are members

of the community, subject to the same laws and customs which bind other members.

But our plans require that a large number reside in the University buildings. That students thus congregated are difficult to govern all know. How shall they be controlled? The usual method has been to place among them the members of the faculty of instruction, to make these a police, detective and repressive. Order under this system has generally been bad; the relations between student and instructor have been worse. In several cases so bad a spirit has arisen that members of a faculty have been assaulted with intent to kill. As to the relations thus formed, it is evident that a pedagogue policeman must be the least fascinating of instructors and the least vigorous of rulers.

It has therefore been determined to bring to bear here to some extent the combined principles of self-government and strict accountability. Students will be admitted to reside in the building only on condition that they subject themselves to a simple military organization, sufficient to enforce the University by-laws and to secure order and sanitary supervision. This organization will be conducted by officers selected from their own numbers, and will be under the superintendence of the Professor of Military Science, who is made for this purpose Commandant of the University Buildings.

We hope good results from this. It has succeeded well at military colleges, and the principle at its center formed the nucleus of Dr. Arnold's monitorial system at Rugby. The success of that experiment is a matter of history.

But, while we thus act in the spirit of our Congressional Charter, we hope to take from the military organization all its harshness.

We have faith in manly, open, social intercourse between Faculty and students. A large social hall has been provided. In this it is intended to bring students and Faculty together from time to time, to have them talk to each other, to have them know each other, and thus to transmute the traditional and most unfortunate relations which too often exist between

instructors and instructed, into a relation not of a college boy to a pedagogue, but into a relation simply of man to man. But there must be no namby-pambyism, no playing with young men who would disgrace us, no sacrifice of the earnest many to the unearnest few.

We wish it distinctly understood that this is no "Reform School." It is established to give advanced education to earnest, hard-working young men, not to give a respectable resting place to unearnest and idle young men. The function of its Faculty is educating sound scholars, not reclaiming vicious boys. We have no right to give our strength or effort to reform, or drag, or push any man into an education; we have no time for that. One laggard will take more life out of a professor than a dozen vigorous scholars—one debauchee will take more time from a Faculty than a score of trusty scholars. For minor shortcomings and faults there will be some forbearance; for confirmed idleness and vice there will be none.

But I should not be frank here were I to be silent regarding a question in which great numbers of earnest citizens take a deep interest, and which has been lately pressed upon us by a most cogent and careful memorial from the public school teachers of the State of New York—the question of admitting students regardless of race or sex.

I believe myself justified in stating that the authorities of the University would hold that under the organic law of the institution we have no right to reject any man on account of race.

As to the question of sex, I have little doubt that within a very few years the experiment desired will be tried in some of our largest universities. There are many reasons for expecting its success. It has succeeded not only in the common schools, but—what is much more to the point—in the normal schools, high schools, and academies of this State. It has succeeded so far in some of the leading lecture rooms of our leading colleges that it is very difficult to see why it should not succeed in all their lecture rooms, and, if the experiment succeeds as regards lectures, it is very

difficult to see why it should not succeed as regards recitations. Speaking entirely for myself, I would say that I am perfectly willing to undertake the experiment as soon as it shall be possible to do so. But no fair-minded man or woman can ask us to undertake it now. It is with the utmost difficulty that we are ready to receive young men. It has cost years of hard thought and labor to get ready to carry out the first intentions of the national and State authorities which had reference to young men. I trust the time may soon come when we can do more.

And finally, there are certain general ideas which must enter into our work in all its parts:

PERMEATING OR CROWNING IDEAS.

They are two. First, *the need of labor and sacrifice in developing the individual man, in all his nature, in all his powers, as a being intellectual, moral and religious.*

In carrying out the first of these no good means are to be rejected. Training in history and literature comes in with training in science and the arts. There need be no cant against classical studies or for them. Their great worth for many minds cannot be denied. The most perfect languages the world has ever known will always have students. The simple principle will be that of university liberty of choice among studies. Those who feel that they can build themselves up by classical studies will be encouraged. We shall not injure such studies by tying those who love them to those who loathe them. And let me urge here that we work toward some great sciences and arts which have been sadly neglected, which nevertheless are among the most powerful in developing the whole man.

It seems to me a great perversion that while so much pains is taken in the great universities of the world to study the second rate things of literature—conventional poetry and superseded philosophy—there should be no interpretation of the great conceptions of such men as Fra Angelico, and Michael Angelo, and Raphael, and Millais; it seems wonderful that there should be so much time given to rhetoric-makers and so little to the drama of Shakespeare or

to the sonnets of Milton; it seems monstrous that there should be so much effort to drill immortals in petty prosody and so little effort to bring them within reach of those colossal symphonies of Beethoven and Händel. The men of the "dark ages" who placed the most powerful of the arts second in the Quadrivium were certainly more in the light here than we.

The second of these permeating ideas is that of *bringing the powers of the man, thus developed, to bear upon society*.

In a republic like this the way in which this is most generally done is by the speech. Its abuses are manifest. Palaver has brought many troubles. Gab has brought some curses. Educated men have often shrunk from these. Nothing could be more unfortunate. The educated men of a republic should keep control of the forum. Universities suited to this land and time should fit them to do it. Some of the steps in this preparation may seem almost absurd, but they should be taken. Almost every educated man can make himself an effective speaker—I do not say orator, but effective speaker—and every educated man should do it. In no place better than in the university can a man learn to think while on his feet; that done, the rest is easy. I would not have too much stress laid on mere oratory, but the power of summoning thought quickly and using it forcibly I would have cultivated with especial care.

A second mode of bringing thought to bear upon society is by the press. Its power is well known; still its legitimate power among us might be made greater, and its illegitimate power less. I think that more and more the universities should have the wants of the great "fourth estate" in view. We should, to meet their wants, provide ample instruction in history, in political science, in social science, in the modern literatures. With all the strength of our newspaper press its best men declare the great majority of their recruits lamentably deficient in this knowledge and that power essential to their work. Here too a duty devolves upon the institutions of learning. Chosen men should be given power to work with this mighty engine. Their minds should be trained and stocked to that end.

But any sketch of the ideas which this institution has aimed to embody would be imperfect without a brief supplement showing those we have endeavored to throw out. Call them

ELIMINATED IDEAS.

These may be cast mainly into two groups: first, the ideas of the pedants; secondly, the ideas of the Philistines.

Of the first are they who gnaw forever at the dry husks and bitter rinds of learning and never get at the real, precious kernel. These are they who in so many primary schools teach boys to spell mechanically aloud—a thing which they are hardly called upon to do twice in a lifetime, and to be utterly unable to spell correctly on paper—a thing which they are called upon to do every day of their lives.

These are they who in so many public schools teach boys geography by stupid parrotings upon leaden text-books, and leave them to come before the examiners of this University to be rejected, as more than fifty have been rejected during the last three days for statements that London is in the west of England, Havre in the south of France, Portugal the capital of Spain, Borneo the capital of Prussia, India a part of Africa, Egypt a province of Russia, and the like.

These are they who in so many high schools teach young men by text-book to parse, and by their teachers' example to speak ungrammatically.

These are they who in so many colleges teach your young men endless metaphysics of the Latin subjunctive, and gerund-grindings, and second-hand dilutions of doubtful philology, with not an idea of the massiveness of statesmanship in Cicero, or the vigor of patriotism in Tacitus.

These are they who afflict young men with wearisome synopsisizing of the Greek verb, with accents and quantities, until there is no time for the great thoughts of Plato or Thucydides.

Out upon the whole race of these owls! Let us have done with them! *

Then the Philistines—men who in the world at large see no need of any education beyond that which enables a man

to live by his wits and to prey upon his neighbors; men who care nothing for bringing young men within range of the great thoughts of great thinkers; men to whom "Greed is God and Gunnybags his prophet."

Of the Philistines, too, are they who, in institutions of learning, see only the hard things, the dry things, and never the beautiful things; who substitute dates for history, and criticisms for literature, and formulas for science, who give all attention to the stalk of learning and none to the bloom.

May this not be so among us. We may not be able to do all we could wish to realize our ideal, but let us work towards it. Mingle these influences with the education of our agriculturists; bring them to bear upon the rural homes of this land, and you shall see a happy change. You shall no longer be pained at that desertion of country for city which far-seeing men now so earnestly deplore.

GENTLEMEN OF THE FACULTY: After this imperfect suggestion of the ideas underlying, forming, permeating our work, I appeal to you. The task before us is difficult. It demands hard thought, hard work. You will be called upon to exercise skill, energy and forbearance. The Faculty of this institution is the last place in the world for a man of mere dignity or of elegant ease.

But if the toil be great the reward also is great. It is the reward which the successful professor so prizes—the sight of men made strong for the true, the beautiful and the good through your help. The petty vanity of official station too often corrodes what is best in man; the pride of wealth is poverty indeed for heart, or soul, or mind; but the honest pride of the university instructor, seeing his treasures in noble scholars within the University and noble men outside its wall, is something far more worthy.

Said St. Filippo Neri as he, day after day, came to the door of the College at Rome at the time when the English scholars passed out, young men who were to be persecuted and put to death under the cruel laws of Elizabeth of England, "I am come to feast my eyes on those martyrs yonder."

So may each of us feast our eyes on scholars, writers,

revealers of nature, leaders in art, statesmen, who shall go in and out of yonder halls.

Let us labor in this spirit. The work of every one of us, even of those who deal with material forces, is a moral work. Henry Thomas Buckle was doubtless wrong in the small weight he ascribed to moral forces, but he was doubtless right in his high estimate of the moral value of material forces. He found but half the truth; let us recognize the whole truth; let it be full orb'd. Every professor, who works to increase material welfare, acts to increase moral welfare.

I ask your aid as advisers, as friends. Let us hold ourselves in firm phalanx for truth and against error.

To you also, who appear in the first classes of students of the Cornell University: You have had the faith and courage to cast in your lot with a new institution; you have preferred its roughness to the smoothness of more venerable organizations; you have not feared to aid in an experiment, knowing that there must be some groping and some stumbling. I will not ask you to be true to us. I will ask you to be true to yourselves. In Heaven's name be men. Is it not time that some poor student traditions be supplanted by better? You are not here to be made; you are here to make yourselves. You are not here to hang upon an University; you are here to help build an University. This is no place for children's tricks and toys, for exploits which only excite the wonderment of boarding-school misses. You are here to begin a man's work in the greatest time and land the world has yet known. I bid you take hold, take hold with the national Congress, with the State authorities, with EZRA CORNELL, with the Trustees, with the Faculty, to build here by manly conduct and by study an University which shall be your pride. You are part of it. From your midst are to come its Trustees, Professors. Look to it that you be ready for your responsibilities.

GENTLEMEN OF THE TRUSTEES: In accepting today formally the trust which for two years I have discharged really, I desire to thank you for your steady coöperation and support in the past and ask its continuance.

You well know the trust was not sought by me. You well know with what misgivings it was accepted. In the utmost sincerity I say that it will be the greatest happiness of my life to be able, at some day not remote, to honorably resign it into hands worthier and stronger than my own.

Not a shadow of discord has ever disturbed our relations. Permit me to ask for my brothers in the Faculty the same cordiality which you have extended to me.

You have been pleased to express satisfaction with my administration thus far; I trust that with this aid the work may be better.

And, in conclusion, to you, our honored FOUNDER: I may not intrude here my own private gratitude for kindnesses innumerable. Sturdily and steadily you have pressed on this enterprise, often against discouragement, sometimes against obloquy. But the people of this great commonwealth have stood by you. Evidences of it are seen in a thousand forms, but at this moment most of all in the number of their sons who have come to enjoy your bounty.

You were once publicly charged with a high crime. It was declared that you "sought to erect a great monument" for yourself.

Sir, would to Heaven that more of our citizens might seek to rear monuments such as this of yours. They are indeed lasting. The names chiseled in granite in the days of Elihu Yale and John Harvard have been effaced, but Yale and Harvard bear aloft forever the names of their founders. The ordinary great men of days gone by, the holders of high office, the leaders of rank—who remembers their names now? Who does not remember the names of founders or benefactors of our universities? Harvard and Yale, Dartmouth and Bowdoin, Brown and Amherst, all answer this question.

The names of Packer, Vassar, Cooper, Wells, Cornell, they are solidly rooted in what shall stand longest in this nation. They shall see a vast expanse of mushroom names go down, but theirs shall remain forever. Their benefactions lift them into the view of all men.

But, Sir, I would bear testimony here that your name was

never thrust forward by yourself. You care little, indeed, what any man thinks of you or of your actions, but I feel it a duty to state that you were preparing to deal munificently with the institution under a different name when another insisted that your own name should be given it.

It has happened to me to see your persistence, your energy and your sincerity tested. We have been too much together for me to flatter you now, but I will say to your fellow citizens that no man ever showed greater energy in piling up a fortune for himself than you have shown to heap up this benefaction for your countrymen. You have given yourself to it.

Therefore, in the name of this commonwealth and this nation, I thank you. I know that I am as really empowered to do so in their behalf as if I held their most formal credentials. I thank you for those present, for those to come. May you be long spared to us. May this be a monument which shall make earnest men more earnest and despondent men take heart. May there ever rest upon it the approval of good men. Above all, may it have the blessing of God.

THE President's address was followed by the inauguration of the Professors and an address representing them by Professor William Channing Russel.

ADDRESS OF PROFESSOR RUSSEL

MR. PRESIDENT: The resident Professors have asked me to reply to your address, and to express in a few words their sense of the privileges and responsibilities of the places they undertake and their sympathy in the views you have uttered.

We do, indeed, feel it to be a privilege to be associated in such an undertaking as this with a man whose deeds in the cause of education will make the name of Cornell historical,* and to be co-laborers with him in a plan by which a great State has economized for the elevation of her children the

bounty of a watchful country. Yes, we follow the lead of that far-sighted man, of that wise State and that dear country, and enter gladly upon the work of carrying out their aims in laying in the education of the people the foundations of private happiness and political progress.

We do not value at a high price the means of good influence which our positions afford, nor have we taken up this serious responsibility without a deep joy in the chance of impressing the youth of today with tendencies useful to tomorrow's work. In this sense of our opportunities we trust that with God's help we shall be faithful to the means placed at our disposal and justify the hopes of our Founder and of the State, so that to our extremest borders a good influence may radiate from University hill, stimulating the cause of education and drawing all to us. I am unable to say how large a proportion of our professors I represent in hoping that the arrangements of the University when completed will open our doors to all who wish to be taught, not to the future fathers only, but to the future wives and mothers of our State; but I know that I express the views of every one of us in saying that the greatest possible good to the people of our land will be the only measure of his judgment, the only limit of his efforts.

In aiming at that good we shall always be glad to keep in mind the leading principle of the institution, useful education for all. The farmer may come here and learn the laws which regulate the returns of his labor, the miner, the engineer, the mechanic may become familiar with the principles which lie at the foundation of their arts, and the student of literature may here be introduced to the intellectual riches of every nation. The Trustees have provided different courses for those who need different training, and the studies in each follow in scientific order.

In examining these courses it appears that the great difference between them and those of other institutions consists in the subordination in ours of the classical literary studies to the practical and scientific; and it may not be out of place to give the views of the body of the professors

on a point over the successful carrying out of which their personal feelings must have so much influence.

You have, Sir, happily described the great change which is coming over men's minds as to the purposes and means of education. Although we, like yourself, have been educated upon the old system, and have enjoyed the mental training of the classic languages, yet we agree with you in thinking that the time has fully come when that change should be radical, and that Latin and Greek should cease to hold, in systems of education, a place so important as that of scientific studies. We cannot see the bearing of science, if only in increasing the outward happiness of mankind, in stimulating the production of material wealth, multiplying the blessings of earth and making the race physically better, without feeling that its appeals are imperious and unanswerable. Nor can we look through the half-open door of the infinite laboratory of nature and at the vast untried material for investigation, of which the discoveries of the past offer only suggestions and stepping-stones, without wishing that every young mind may be warmed with zeal to penetrate and examine and make his own the laws of the great creative activity. In the presence of this great light it seems to us a terrible thing to subordinate it in importance to mental drill and to neglect it for the long study of the languages and literature of two nations who perished fifteen hundred years ago.

We agree with those who think that the correct order in curiosity is first the nature and history of the world about us, a knowledge of mathematics being immediately necessary to pursue the investigation of its facts and laws; that the history of our race, in which literature and language would find their honorable places, would next demand attention; that at the last, the knowledge of the nature, and capacities, and responsibilities of the individual being would crown the knowledge of nature, and history, and literature; and we believe that this order of studies would promote a healthy growth of the mental faculties, and maintain from the beginning to the end an intelligent gratitude to the Author

of nature, the Guide of our race, the Support of being, and would lay in the truths of infinite goodness the foundations of love and duty.

Two reasons, however, exist for not adhering in education to this order. Languages are much more readily gained at the beginning of life. If put back until after the sciences have been followed to even a very small extent they can be learned only at a long outlay of hard work, and that, too, at a time of life when every hour is needed for many things. Again, the drill upon Latin and Greek is of the greatest good in bringing out the power of judgment and in making habits of calmness, patience and accuracy, invaluable qualities in the search of scientific knowledge as well as in other mental work and in the growth of character. These reasons justify our taking classical studies out of what would otherwise be their natural order of acquisition and in placing them at the beginning of a course of education. If in this place they fill only their proper share of room and do not crowd out scientific studies only good will result. But hitherto they have been allowed too large a share, and have been the main means of drill and sources of knowledge, and from this mistake have resulted the greatest losses to individuals and to society.

This exclusively classical way drilled the intellectual faculties and made them sharp, strong and ready. The pupil knew two classic languages and their literature and had gained the power of applying his brain systematically, persistently and judiciously. But what furniture had he for his mind, what single element of his learning could enter into his character? He was a valuable machine plus the enjoyment of Latin and Greek writers. He looked on the fixed stars with dim eyes, the rocks proclaimed the history of the globe to him in vain, the beautiful colors of the flowers were all he saw of their marvelous growth, and the elements and their manifold combinations and changes were by him all unsuspected. None of the principles common to all the departments of nature, nor the grandeur of her simplicity expanded his young mind or warmed his imagination.

Believing, then, that the expansion of the sphere of knowledge, the warming of the sympathy, the quickening of the imagination, and the kindling a desire of growth and spiritual life are as essential, nay more so, than even the cultivation of force of brain, we cannot consent to the subordination of scientific culture to the study of the classics to the extent or at the risk of shutting out the former. We believe that the combination of both is the richest culture. We have no doubt that a drill on the ancient languages is the best preparation for scientific study, and we should be glad to have all scientific students so drilled, for merely in view of science and without considering the pleasures of classic literature they would be large gainers. Indeed to those who have time for both we would urge its study in the strongest terms. They may find in it endless wealth of mind, the most beautiful models of language, and works of art which have never been equalled. The classics improve the taste, give precision and solidity of action to the intellect, enrich the memory with beautiful things, and open the doors to the literature of the world of today. We owe to them too much to hold back any from their study who can enter upon it without neglecting more important things. If the student has time for both, let him study both, but if his time be limited so that the acquisition of Latin and Greek would deprive him of the knowledge of the natural sciences, we have no hesitation in recommending him to give up the former.

We would deplore a too practical tendency in the institution, but would cultivate every department of knowledge, and in each, however varied, we would hope that the field might be broad, and that the standard might be kept at a high point. Not that we should expect to make mere college students proficient in the details of every branch. If they can be taught clearly and impressively the leading principles of science, the great features of history, the wealth of literature, and correct habits of philosophical reasoning, we shall be satisfied with their preparatory education, but we desire very earnestly, as the peculiar distinction of this

institution, that beyond this preparatory education, any pupil may find here all that can be learned in America in any branch to which he may devote himself.

It is impossible to overrate our obligations to the institutions of learning in our country, which have done, and which are doing today, so much for civilization. We honor them as the springs and the streams of the learning which redeems us from barbarism. But we feel that this other department of instruction has not been distinctively occupied in this country, and we would enter modestly, but with the confidence of being able to hold it, this peculiar field of university education. We wish that this shall be in spirit, in aim, and in deed the *Cornell University*, having within itself a college, as many colleges have preparatory schools, but reaching far beyond the college curriculum and giving special instruction in the highest branches of learning, where any man may learn in his special department all that can be taught on that subject, where he shall be brought up to the then highest point in that branch, and be prepared himself to investigate and discover, with no occasion for going elsewhere except for local information. We are aware that this hope cannot be realized at once, but we feel that by adapting the structure and organization of the University to that indwelling and controlling idea, a greater depth and breadth and consistency will be given to its policy and its influence. We wish, in a word, to see all energies strained not to carry on a college, but to become a University.

Starting with this hope we undertake our duties without shrinking from the hard work which you apprehend for us. We expect to have a great deal to do and to devote a great deal of time to it, but the pride of helping to make such a university as we trust this will be, will take off much of the wear and tear of our work. We begin, too, with some peculiar advantages. These are not, as we conceive, in the pecuniary resources of the University, nor in its library, nor in its collections. Several of our honored institutions have accumulated more of each of these than that with which we begin. They have too what they deserve, the confidence of

the community, and they can look back upon past success to encourage them in the future. But we have a great advantage, not only in not being hampered by embarrassing precedents, but in the peculiar character of our students. We are certain of having a large proportion of them composed of the best material of the State, the best scholars in the public schools. These will owe their admission to successful competition in scholarship, the result of long and persistent desire to come here and learn. After four years we shall probably have five hundred students of this honorable character giving a tone of earnestness and persistence to the whole and leavening a mass whom it may be the pride of any men to guide onward.

We shall have great support from our relations to the students. We mean that they shall be only pleasant and profitable. We shall undertake no police duty nor constitute ourselves watchmen to preserve order. The students themselves will regulate that, leaving to the professor the relations of friend, and guide, and instructor. We shall consider them as gentlemen, and treat them as such without any fear that our confidence will be misplaced, nor that our respect will fail to produce respect.

But whatever may be our work, or however we may be disappointed in our plans, we feel each and all that we shall always have in you, Sir, a most substantial support and fellow worker, a devoted friend of our common object, a wise, energetic, self-sacrificing leader and a sympathizing friend. You, too, will expect from us entire truth and unselfishness, not always agreement with you in your ideas, nor conviction from your influence. But you will hope to find, and will find in us all, the most unreserved interest in the University, and the strongest efforts to make your administration of it the beginning of its long success.

PROFESSOR Russel's address was succeeded by that of the Honorable John V. L. Pruyn, Chancellor of the University of the State of New York.

ADDRESS OF CHANCELLOR PRUYN

MR. PRESIDENT, GENTLEMEN OF THE BOARD OF TRUSTEES OF THE CORNELL UNIVERSITY, LADIES AND GENTLEMEN: I was honored a few days ago by a request to say something, on this occasion, to the friends of the Cornell University, in reference to the great work in which they have engaged. The letter containing that invitation did not reach me until just before I left home, which must be my apology for addressing you in a very informal manner, and without that arrangement of thoughts and subjects which I might otherwise have attempted.

The objects and purposes of the Cornell University, the plans which have been adopted and are to be pursued, and the great ends to be attained in its establishment have been so fully placed before us in the address with which you, Mr. President, have gratified us, that I feel that little is left to be said by me. I am aware that it has been supposed that the relations of the Board of Regents [of the University of the State of New York] to the other institutions of learning in the State are such that they have looked upon the Cornell University with feelings of coldness, or at best with indifference. While I speak for myself in explicit terms, I think I can safely say for my associates in the Board, that such views are quite unfounded, and that, as far as their official authority extends, they will cordially welcome the Cornell University into the large circle of institutions subject to their visitation.

Mr. Chairman and Gentlemen of the Board of Trustees, to you the friends of education in this State, especially the young men of the State, are under large obligations for the liberal course of study you have marked out to be pursued in your institution, and for the large accommodations and facilities for study which it provides; and I beg you to rest assured that the Board of Regents will witness with the highest satisfaction the success of your noble efforts to advance the cause of education. I was glad to hear today, in the remarks of the President of the Faculty, that this institution, while it was not to be sectarian in its teachings

or its influences, was yet to be founded and carried on in the broad and comprehensive principles of Christianity—that the offering of prayer and praise to the Most High was to ascend day by day from its walls. I do not mean by this to say a word in derogation of what are ordinarily but generally very incorrectly called sectarian institutions. My official relations with those institutions has been such as to lead me to know that they have been doing a good work and doing it in most cases with great devotion and earnestness. They have been carried on and sustained by strong influences and by liberal hearts, and deserve our warmest regard, not only for the good they have done, but for that which they are sure to accomplish.

I wish to allude to another matter, which, in your address, Mr. President, you referred to, one which my experience in visiting institutions of learning throughout the State has made familiar to me. It is that the Faculty feel at all times the need of the hearty coöperation of the Board of Trustees. I regret to say that in many institutions of learning the want of this is sadly felt. I hope, therefore, that the words addressed to the Trustees by you will be remembered, and that they will by every means in their power seek to advance the interests of this institution, and help to hold up your hands in the great work before you.

The students with you today, to the number of several hundred, I learn, are here under circumstances of peculiar interest. You have truly said, Mr. President, that it is the largest freshman class known to our academic history. Young gentlemen, you are here at the opening of an institution which promises to be one of great importance and large influences. Some of you, there is little doubt, will be here at its first semi-centennial, and will then look upon its history from its rising sunlight to what we may hope will be its glorious noonday.

One remark more and I have done. I doubted at first whether the place for your University was well chosen.* But after visiting Ithaca and looking at the advantages and beauties of the place, I believe it to be one possessing many

very desirable points for this purpose. Here you are at the head of this beautiful lake whose water passes into our great chain of lakes, and then by the St. Lawrence into the Atlantic, while not far from you the head waters of the streams which run north and south almost meet. You are midway between the great lakes on the west and tidewater on the east, and it may be said that so far as this State is concerned, you know no East, no West, no North, no South. I am glad also that this great work is to be carried on in this State, that in this Commonwealth, founded by a people whose ancestors earned renown by their love of liberty and learning, this is to grow up, as we all hope, to usefulness and greatness.

It is related of the people of Leyden, that on being asked, after the termination of the terrible siege of their town, what boon they desired in acknowledgment of their valor, they said, "Give us a University." Their request was granted, and their city reaped a noble fame. These thoughts naturally occur to me when I remember that we are in a town founded by one who bore an honorable part in our struggle for independence, who was highly esteemed by the Father of his Country, and who, of Holland descent, bore one of the most illustrious names of that country; I hardly need say that I speak of Simeon DeWitt.

Under circumstances thus briefly alluded to, Mr. President, your institution commences its work. May Heaven prosper it, and let its motto ever be that of our noble State, "Excelsior!"

CHANCELLOR Pruyn's address closed the ceremonies of the forenoon. In the afternoon an immense crowd assembled in the vicinity of the University buildings, to witness the proceedings connected with the presentation of a chime of nine bells to the Institution by Miss Jennie McGraw of Ithaca. The Honorable Erastus Brooks, of New York, was chosen to preside.

The Inauguration

ADDRESS OF MR. BROOKS

BY the invitation of the Board of Trustees the privilege of presiding over your deliberations this afternoon is awarded to me. I congratulate you, fellow citizens, on this most auspicious occasion; grateful we should be not only for the large numbers present, who thereby manifest their interest in the occasion which has brought us together, but grateful also for this autumnal weather in which we are permitted under so favorable auspices to find ourselves convened here this afternoon. I do not propose to entertain you by any lengthened remarks of my own. There are gentlemen who have their parts assigned to them, and who will address you in a becoming and in a pleasing manner. But I cannot omit to say, as a part of the ceremonies of this day, rather in continuation of what was said this morning, that I am glad to rejoice as a citizen of New York, as a citizen of the United States, that we see around us the commencement of so great a public institution for the education of the rising generations among us. Its auspices are most favorable. We purpose, in the words of one of those poets to whom your elected President made allusion, "to open wide our gates, not with harsh and grating sound, but on golden hinges turning," so any who will, at least who may be deserving, may here enter and find instruction to suit themselves and the present condition of the country. To add many words to what was so well uttered this morning would be almost like painting the lily, gilding refined gold, and adding perfume to the violet. Therefore, beyond expressing my profound thanks to the great Giver of all good, and the noble Founder of this institution, its President elect, and so many of its officers as are here at the present time, I shall have little or nothing to say. Nature has clothed and robed itself in all the beauties of this autumnal season, and those who have known so little of this section of the country in the past will be permitted to know much more of it in the future. In regard to the important occasion which has brought us together I will add but one word or two. The

lady who has honored us so much, and to whom the Board of Trustees have taken pride and pleasure in bearing testimony and appreciation of her kindly and timely gift, has presented something to us and to you, not like apparel perishable, but something which will endure as long as this institution shall endure. We feel grateful to her. We know—such is the appreciation of the gift, such our confidence in the institution to which we belong—that these will never be like “sweet bells jangled, out of tune and harsh,” but always in harmony with the great interests of this institution. Bells are poetical, and they are maternal also. They summon the sluggard from his sleep, they call us to our morning and to our evening prayers. They remind us of our daily duties in all the avocations of life, public and domestic, and we feel that in future years these will reveal a history to you and to us, not only honorable to the donor, but to those who are the recipients of her favor. I do not propose to detain you longer except to express the wish that the people of this State—this great State, which has done so little, I might say, considering its wealth and prosperity—have, through the bounty of the general government, by the wisdom of the Legislature and by the noble bounty of Mr. Cornell, our Founder, established an institution here which will not be the only one in the United States, but will be, as I trust, a competitor with all the distinguished institutions of the civilized world. I now have the honor of introducing to you a gentleman, who, next to the Founder of this institution and next to its President, has given more of his time and more of his patient labor to bring about the present occasion than any other gentleman connected with it. I now introduce to you Francis M. Finch, Secretary of the Cornell University.

MR. FRANCIS M. FINCH, of Ithaca, one of the Trustees of the University, now formally presented the chimes to the Institution in the name of Miss McGraw. The set of bells,

the total weight of which is about six thousand pounds, had been previously mounted in a temporary campanile, where they were played both before and after the presentation address.

ADDRESS OF MR. FINCH

MR. CHAIRMAN AND GENTLEMEN OF THE BOARD OF TRUSTEES: I am commissioned by Miss McGraw to present to you this chime of bells for the use of the University; and to ask your acceptance of the gift as a token of her interest in the enterprise which, today, so hopefully and bravely begins its work.

She has watched its development, from the dawn of the grand purpose in the mind of its projector through clouds that often obscured, and amid storms that sometimes assailed it, until now, as it emerges into sunlight and begins its generous toil, she brings you a useful and beautiful gift, with as much of pleasure in the giving as you, I am assured, will feel in receiving it at her hands.

The same energy and rapidity of execution which in a few brief years has given us a University, manned and equipped, and ready to begin its centuries of work, has enabled her to give you these bells today. In eighteen days they were molded, cast, brought to these hills, and placed in their temporary abode, waiting to add their music to the general joy, and weave into melody the hope and happiness of the hour.

Of these bells there are nine. One of them is the worker of the flock. It will call your young men from their slumbers; summon them to each of the duties of the day; send them to the classroom and lecture; parcel out the hours, and guide and rule the days; with a voice, commanding and uncompromising it may be, but with an undertone of melody which cannot fail to suggest the brave and vibrant pleasure that underlies all healthful work both of teacher and of scholar.

The rest—silent while the imperious worker clangs his call to work—will add their voices in the stillness and calm

of the Sabbath mornings, in the serene peace of the Sabbath evenings, and waft over hill and valley and lake, stilling its waves to listen, the grand melodies of the Christian Church, and silence forever the false tale that because all modes of Christian worship are respected here, all Christian creeds permitted, with the same broad toleration which is the crown and glory of our free republic, therefore there is no moral force, no religious culture here. Ringing their solemn chimes upon the Sabbaths of the year, their exultant notes upon the festivals of the nation, their clearest and purest tones will be reserved for that day of the University set apart to the faithful remembrance of the generous heart and toiling hand that has set this crown of learning upon the hills; and distant be the day when a tone of sadness shall moan among the melodies of these chimes because that generous heart is still and that toiling hand at rest.

All things teach us lessons; this golden day of October, the brown drift of the autumn leaves, the roar of the water among the rocks, the wrestle of the wind with yonder pines. These bells will teach us lessons if we but learn to interpret their tones.

Young gentlemen of the University, what will the bells say to you? They are the generous gift of a lady; therefore never forget to be *gentlemen*; not in the flippant society-sense of the term, which means gloves, perfumes, idleness, but in that broad and grand old meaning, which blends honest and useful labor, spotless integrity, respect for age, kindness to the young and charity to all in the one word, *gentleman*. If a thoughtless expression rises to the lips, if a hand is lifted in the haste of anger, if tempted to ungenerous or uncourteous deeds, let the daily voice of these bells remind you that she who gave them expects to see you blend with your manly strength the kind heart, the generous hand, the patient forbearance, the thoughtful regard for the rights and feelings of others which make up, as can no mere rank, or wealth, or station, the true American gentleman. If labor grows weary, labor of muscle or of brain; if the classic pages seem dull, the fires in the laboratory burn dim, the

figures on the slate dance tormentingly, the rattle of machinery grows painful, the very stars confused and taunting; rouse yourselves, as the great bell swings in its tower, for she who gave it gave it to summon you to work; to steady and regulate the purpose of your lives, to signal not defeat but victory; and looks to see you earnest, hopeful, determined workers to the end.

Gentlemen of the Faculty, what will the bells say to you? They are a woman's gift to the institution which is this day placed in your hands. Do not forget, as I am sure you will not, when they summon you to your daily duties, that she who gave them would have you rule the young men committed to your charge by kindness rather than force, by love more than law, by genial summer sympathy and not with frozen awe and reverence. Let the wall of arctic ice, which too generally separates teacher and scholar, for once be thawed and melted, and whatever the frozen dignitaries, in their chairs of ice, breathing frost and looking polar icicles, may elsewhere say, believe me, the rule of kindly and genial intercourse, of unaffected sympathy, of personal interest and friendship, will prove the better and the wiser rule, and keep alive your memories in these young hearts when you have gone to the great Teacher whose rule is endless love. Students are not convicts; keep prison discipline for those whose manhood is forfeit to the State. Students are not captives, they are guests; let a genial hospitality usurp the place of bolts, and laws, and lurking spies. Students are not natural rebels; if quick, spirited, impulsive, yet more easily guided by the silken rein, the steadying work, the friendly touch than by the bloody bit and whirr of the vindictive lash. You need not heed prophecies of failure. They who urge you to this rule of love were students once and feel and know that you will never appeal in vain to the instinctive manliness of the student-heart. Let, then, that rule of kindness, which she who gives you this gift today most earnestly approves, at once prevail, and among the hundreds crowding to your doors, none worth your care, none fit to learn, none rightfully here will bring your experiment to failure—not one!

Gentlemen of the Board of Trustees, what will the bells say to you? I repeat once more, They are a woman's gift. Do not think that while with unselfish purpose she seeks to aid and encourage this noble effort to bring the highest and broadest culture within the reach of the young men of the land, that she at all forgets, that she ever can forget, the need and the longing of her sisters, all over the nation, for the same high culture, the same broad and liberal education. A generous forethought has opened the door to high intelligence and culture for the daughters of the wealthier classes, but the daughters of the poor will knock at your doors. Bid them be patient, if you will, till your new enterprise is consolidated, till the time is propitious, and the way is clear. But let them see and know, meanwhile, that your hand is on the lock of the closed door, waiting only the safe moment to throw it wide that they may enter in; and then, rescued from frivolous lives, emancipated from the infamous tyranny of fashion, apart from the giddy and painted butterflies that flash and die, feel the inspiration of lofty aims and noble purposes, vindicate not merely the swiftness but the strength of the woman-mind, and elevate and ennoble the sex, while the chimes their sister gave ring clearer and sweeter on the air as they celebrate the justice and mercy done at last.

Citizens of Ithaca, you with whom I have lived from my cradle and probably shall to my grave, what will these bells say to you? Hitherto you have gone your way, quietly and soberly enough, in the store, in the workshop, in the office, in the fields; contented if each day added moderately to your gains, but with little to stimulate you to a life beyond that of your daily toil. But today there is a new sound upon your hills; these bells will ring you on to higher lives, to nobler purposes. They will tell you that new elements are here and new duties to be done. Never shut your ears to these college chimes because they remind you of the *example* this day set. Never let it be said that you have had neither part nor lot in this great enterprise which some day will make your homes classic ground. If you could read,

as I have done, in letters counted by the thousand, from the boy of the pine woods of Maine, to the poor lad of the Western plains, the almost piteous appeals, not for money, nor for bread, but for the means, by any toil or by any sacrifice, of educating themselves for better and nobler lives; if you could know, as I have known, how great a blessing, how broad a kindness could be here bestowed, I think no man among you would stand with folded hands and silent lips. Aid and encourage, support and sustain, I pray you, this institution so generously founded at your doors; and, in the coming years, the sound of its morning and evening bells will fall upon you in the valley like thanks—like more than thanks—like a benediction.

Mr. President and Gentlemen of the Board of Trustees, I have only now to fulfill the commission entrusted to me, and which is one of the pleasantest duties of my life, with the closing words of gift.

These bells are now yours—given cheerfully, given gladly, given hopefully; given with the best wishes of a kind heart to all for whom their chimes shall ring; given in full trust and confidence that you, and I, and all who have in any degree the care of this great work will fail in no duty and prove recreant to no trust.

Let the memory of their giver make them sacred from injury or harm; let them ring always harmonies and never discords; let them infuse into the college life, and interweave among its sober threads of practical study and toil some love of art and lines of grace and beauty; let them teach the excellence of order and system, and, above all, let them gather the wandering thoughts, the restless hopes, the absorbing ambitions about that throne where reigns eternal knowledge, eternal peace.

As I give you these bells, in behalf of her whose name I trust their melody will always commemorate, it is fitting perhaps that, no longer standing between them and you, no more seeking feebly to interpret their voices, I should bid them ring their own lesson, chime their own welcome; and this I can do, perhaps, in no worthier phrase than in the

words inscribed upon them; words of a great English poet, destined to live forever; words of the older education carved among the melodies of the new; words that with wide command tell us what the bells shall say forever:

FIRST BELL

*Ring out the old—ring in the new;
Ring out the false—ring in the true;*

SECOND BELL

*Ring out the grief that saps the mind;
Ring in redress to all mankind.*

THIRD BELL

*Ring out a slowly dying cause,
And ancient forms of party strife;*

FOURTH BELL

*Ring in the nobler modes of life,
With sweeter manners, purer laws.*

FIFTH BELL

*Ring out false pride in place and blood;
Ring in the common love of good.*

SIXTH BELL

*Ring out the slander and the spite;
Ring in the love of truth and right.*

SEVENTH BELL

*Ring out the narrowing lust of gold;
Ring out the thousand wars of old;*

EIGHTH BELL

*Ring out old shapes of foul disease;
Ring in the thousand years of Peace.*

NINTH BELL

*Ring in the valiant man and free,
The larger heart, the kindlier hand;
Ring out the darkness of the land;
Ring in the Christ that is to be.*

THIS splendid gift was accepted on behalf of the University by the Honorable George H. Andrews, of New York, a member of the Board of Trustees, and by Lieutenant Governor Woodford. Their remarks were followed by an address by the Honorable Abram B. Weaver, State Superintendent of Public Instruction.

ADDRESS OF SUPERINTENDENT WEAVER

MR. PRESIDENT, LADIES AND GENTLEMEN: This numerous assembly rightly denotes an occasion of uncommon interest. I esteem it a favor that, by the courtesy of those in charge of this affair, I was a few days since invited to participate in these proceedings, representing the Department with which the institution this day inaugurated is to be so intimately, and, I trust, efficiently associated.

We meet at the confluence of two great currents of liberality, to celebrate an event as distinguished in character as it is rare in occurrence. The overflowing bounty of the nation and of an individual has gratuitously bestowed a priceless boon upon New York. An educational proposition has been built into an educational institution, and we are here to welcome its existence. What six years ago was an unsevered part of a national project, to establish in the several States schools for instruction in agriculture, the mechanic arts and military tactics; what, in later times, in its separate application to our own commonwealth has been the subject of State policy and legislation, and what, during all that period, was the cherished enterprise of one whose name need not be mentioned to be remembered, is now about to be realized, and more than realized, in founding the Cornell University. And while the people of this locality, to which private munificence has attracted the national bounty, contemplate this consummation with peculiar pride and satisfaction, this rejoicing multitude is but a fractional part of the vastly greater number within and without this State, who today rejoice with us, that at length

an institution has been opened where education can be prosecuted straight to a specific purpose.

Without indulging in the laudation prompted by such an event, it is not extravagant to claim that an urgent and general want has been supplied by the facilities here provided.

The intensely practical spirit of the age, as well as the just reward of an honest ambition and earnest effort for learning, demand, as the result of study, something different and something more than an education so general and inconclusive as to be only a partial preparation for any of the leading pursuits of life, a complete preparation for none. I believe it is a just remark to say that the student receiving what is theoretically called a finished education is oftentimes entitled to commiseration instead of congratulation. Laboring through a stereotyped and uncompromising curriculum of study, which, by reason of its unvarying uniformity, its indefinite tendency and its unyielding arrangement offers no opportunity to diverge into special and favorite departments of learning, has failed to make one single stimulating appeal to his individuality, or doing so, has failed to gratify it, he comes forth often a martyr to, instead of a master of what he has undertaken, aimless as the course of study he has pursued, powerless as a would-be warrior overloaded with armor he knows not how to use. Such an education is finished, if at all, not because it is complete, but because it is stopped,—stopped at the critical and frequently fatal point of contact with practical pursuits, which repel and discourage scholastic vagueness, while they invite and employ ready tact and trained ability.

It is not unaccountable that they who devote themselves most exclusively and perhaps most successfully to an indiscriminate course of study are so commonly distanced in the race; nor is it a miracle that self-made men are so commonly the best made men.

The young students of this State are to be congratulated that here will be presented opportunities to consult their tastes and preferences in study, and to build themselves up

to the full stature of perfect manhood, according to the plan suggested by their own natures and inclinations.

What has already been done in the prosecution of this enterprise, and the assurance of what is yet to be accomplished, the stately structures that adorn these hills with architectural beauty, the appliances for the work and the array of professional talent to conduct it, all these provisions indicate the wisdom of the plan which has been adopted and thus far pursued. These things demonstrate that the people of this State consulted their true interest when, in view of the proposition to divide and distribute the Congressional grant, they resolved to preserve the unity of the fund, augment it by the proffered private bounty and build for themselves a University. The time had arrived and the opportunity was present when the wide space lying between the boundaries of elementary instruction, which it is the generous policy of the State in some measure to provide for all, and the domain of collegiate education, entered by comparatively few,—when that broad field filled with workers and producers, the strength and energy of the State, could be and properly was supplied with an institution in which theory and practice are to go hand in hand; whence labor and learning, wedded, are to be sent into the world to work together, and to help each other; an institution allied to the people not less by its adaptation to their daily industries and wants than by the representative character of its scholarships.

By the establishment of this institution the framework of our educational system, if not complete, presents a symmetrical structure, which, in the breadth of its plan, in the fullness of its proportions, in the natural and orderly arrangement of its parts, and in its progressive tendency reaches far toward completion.

As the sources of general intelligence, and as the broad foundation of the whole superstructure—a foundation embedded in the settled sentiments of an enlightened people—free public schools stud the State. Interspersed among and surrounding these normal and training schools have been planted educational arsenals to supply the munitions for the

cause. And now, towering in the midst of them all, linked to them by the law of its existence and drawing from them the mind upon which it is to work, to be returned to the manifold pursuits of life, cultivated, improved, purified, disciplined, and fitted for service, as nature draws from your abounding lakes and rivers up to her higher laboratory the element that she sends down again in fertilizing showers upon your fruitful hillsides and productive valleys, we are to have a University which, as a preparation for the beginning of its work, has already stretched forth its young energies and resources and drawn to itself the best talent of this and other lands.

Three imperative conditions have been impressed upon its existence, requiring instruction in three special departments.

First in order and consequence comes the great producing pursuit of our State and country; the pursuit that converts our broad territory into fruitful fields and farms; the pursuit that moves the plow, that operates our railroads, that freights our ships—agriculture, that great interest which supports our commerce and manufactures and feeds our people.

Next to this, and kindred to all industrial pursuits, come the mechanic arts and their practical application. Associated with these and fitly supplementing them, instruction in military tactics is to provide the elements of a preserving power, which, I trust, whenever exerted, shall keep this commonwealth an integral part of a national unit.

Let these three cardinal purposes be strictly adhered to. Let this triple design be faithfully fulfilled. Let it ever be remembered and observed that this institution belongs to no class, no sect, no creed, no party, but owes its undivided service, as it does its origin, to the whole people who created it, and the Cornell University will stand as firm and secure as this rock-built hill selected for its home, with a career before it as clear, continuous and unbroken as the silvery way Cayuga stretches from its base.

THE presiding officer then introduced to the assemblage Louis Agassiz, LL. D., a non-resident Professor of the University.

ADDRESS OF PROFESSOR AGASSIZ

MR. CHAIRMAN, GENTLEMEN OF THE BOARD OF TRUSTEES OF THE CORNELL UNIVERSITY, MY FELLOW PROFESSORS OF THE FACULTY NOW ORGANIZED AND GOING INTO OPERATION, LADIES AND GENTLEMEN: I am very sorry to appear before you without having had time to shake from my feet the dust of a journey of six thousand miles. I feel that my thoughts are hardly worth your attention, for I am full of recollections of the Rocky Mountains.

I wish this were a fitting time and place to speak of nature, its beauties, and its instruction, for I should know then that I was upon my own ground. But this is an occasion of great importance, and personal impressions ought not to disturb these ceremonies—ceremonies which will make a lasting impression, not only upon those who have witnessed them, but upon the whole country. There is rising an institution of learning such as never existed before. I have been a teacher long enough to know what schools, colleges, academies and universities are, and what they can do, and what they have done, but I trust that this University will do something more. It starts on a firm basis; it starts with a prosperity which the world has not contemplated before. Here we plant, for the first time, an institution that is to come into life free from all the trammels which have heretofore hindered the progress of the human intellect. This University has a beginning without a religious qualification. The professor of chemistry is not to be asked what his creed is, but whether he is a good chemist; the professor of anatomy is not to lay before the community his sectarian predilections before he is allowed to go into the dissecting room and teach his students the structure of the whole animal kingdom. And yet there was a time, and there are still numberless institutions where the student and the scholar, the man who

has devoted a whole lifetime to study, must first bow to another authority before he is allowed to teach what he knows, and what he knows well. This University is independent of these impediments. It will go to its work free from all such hindrances, and the professor will feel that unless he is the right man and can stand his ground outside as well as inside of the lecture room he can have no place in the University. Here, then, is a chance for teachers which has not existed before. A number of my colleagues are apparently much younger than I am; they have learned better methods than those under which I was taught; they have seen the difficulties and the imperfections under which the generation now passing away has labored. They break soil on a fresh ground. There is no proscription here. No absolute authority imposes appointed text-books on the student or on any special department of learning. The teacher will come before his class with his own thoughts, with what he brings in his own head rather than in a stereotyped print. The students will select their studies and attend the instruction of the man of their choice.

These are the great advantages with which this University starts into life, and, let me say, I trust the example here given will react upon the educational institutions throughout the country. Do you believe the colleges that carry on instruction by rote can exist long by the side of an institution in which everything is life and progress? No; if it is true to itself they will be forced to emulate it. I hope I shall live to see the time when all the old colleges will draw fresh life from this young University, when they will remodel their obsolete methods and come up to the mark.

And, yet, gentlemen, I must say that I do not completely belong to this institution; I am bound by the strongest ties to the oldest institution of learning in the country, and I know what efforts are making there to improve the university system, and bring it up to the highest educational standard. I know therefore what are the obstacles which long continued usages may put in the path of even the best efforts, and it is from my own knowledge of these difficulties

that I congratulate the Trustees of Cornell University upon the facilities opening before them.

One word more to the students in particular. They also have a work to do in this new undertaking. Let them be an example to the students of other institutions where the personal discipline is far more stringent than here. Here the young men are to be treated like men and not like boys, at an early age, perhaps at too early an age, some may think. We appeal therefore to them to show themselves worthy of this confidence, and thus help in emancipating their fellow students throughout the world. The students of this University are in a position to do this.

I say, therefore, in conclusion, that today a new era for public education opens, and that, henceforth, the name of Cornell will stand in history as one of the greatest benefactors not only of America, but of humanity.

PROFESSOR Agassiz was followed by the Honorable George William Curtis, non-resident Professor of Recent Literature.

ADDRESS OF PROFESSOR CURTIS

MR. PRESIDENT, GENTLEMEN OF THE BOARD, MY COLLEAGUES, RESIDENT AND NON-RESIDENT, LADIES AND GENTLEMEN: It is said that when Burke, and Pitt, and Fox contended in debate in the British Parliament, they were so supremely masters that they had the arena to themselves—no one else dared to speak when they had spoken; but it was found that from time to time some member, mindless of what had gone before, rose to his feet in apparent forgetfulness and abandoned himself to the expression of his own thought, and when, upon a certain occasion, one certain man was asked how he dared to speak when Burke, and Pitt, and Fox had spoken, his answer was, "Because I was as much interested in the question as they were." So, my friends, after the noble and beautiful discussions of various kinds to which you now for many hours have listened today, if you ask me how I dare to present

myself to you, although Burke, and Pitt, and Fox have spoken, I tell you it is because I am just as much interested in the question as they are.

My friends, it is now just about ten years since I was in the City of Ann Arbor, Michigan, the seat of the University of Michigan. What that university is you may gather from this fact, that when the alumni of the greatest and oldest university of this country met to celebrate their anniversary three or four years ago, in Cambridge, Massachusetts, one of their own number, himself a professor and the son of a professor in Harvard, did not hesitate to say that the University of Michigan most fully satisfied the needs of an American university. I was in that city, and I sat at night talking with my friend, a New York scholar, Professor of History in that institution, and one of the men who have given that institution its great place in this country. There, in the warmth and confidence of his friendship, he unfolded to me his idea of the great work that should be done in the great State of New York. Surely, he said, in the greatest State there should be the greatest of universities; in central New York there should arise a university, which, by the amplitude of its endowment and by the whole scope of its intended sphere, by the character of the studies in the whole scope of its curriculum, should satisfy the wants of the hour. More than that, said he, it should begin at the beginning. It should take hold of the chief interest of this country, which is agriculture; then it should rise, step by step, grade by grade, until it fulfilled the highest ideal of what a university could be. It was also his intention that there should be no man, wherever he might be—on the other side of the ocean or on this side—who might be a fitting teacher of men, that should not be drawn within the sphere of that University.

Until the hour was late this young scholar dreamed aloud to me these dreams; and at the close, at our parting, our consolation was that we lived in a country that was open to every generous idea, and that his dream one day might be realized was still a possibility.

Ten years ago, and why are we here? Why am I speaking to you? What is this building that we see? What are these bells we hear? What are these chimes, whose musical echo lingers and will always linger in your heart?

Why, on this autumn day, when every crop is in its perfection, when all the sweet blossoms of your orchards are now glowing in gorgeous piles of fruits, all the grain dropped by you in the furrows is now piled and to be piled in the granaries of the world—why, in this spot, on this autumn day, the vision of that New York scholar has come true. There in noble stone, here scattered through this village of yours, here upon these everlasting hills, founded now, and with these hills to endure, more wonderful than the palace of Aladdin, you behold, you realize the dream of the scholar of the Michigan University, your honored president, Andrew D. White.

Well, my friends, to these great results three things have conspired; three things of which I venture to say that centuries will pass before they will again meet in union. First, it was necessary to have a single brain to conceive, not only the idea of the University, but the means of beginning it. There was necessity, first of all, to find a New Yorker who had made his own money by his own toil, and, having made that money, to set the first great example for all American rich men—this lesson that American rich men are making haste to teach the world, that every man of great wealth is only the almoner of God's bounty; every man of great fortune holds that fortune in trust for those upon whom, in the beautiful words of your Founder, this morning, "Fortune has omitted to smile." This man was the first necessity of this enterprise, in this movement, and was found. In the Imperial State, although many names are imperial, and in the history of this country many names are graven deep forever upon the public heart, believe me, no name is more deeply graven, no name is now more truly honored, no name, by countless generations hereafter, will be more sincerely lauded, than the man who has grown up with you, doing his work here as you have done your work. The second con-

dition for the great work was the sympathy of the people of the United States, which was expressed by their representatives in Congress in granting the enormous land fund. It inspired the representatives of all the States, and the representatives of the people in the Congress of the United States. Let us always remember that this sympathy, which inspired absolutely the men who represented us in Congress and in the Legislature to favor this work, demands of us to take care lest such sympathy should fail, and to see that the great cause of education shall be held secure. Fellow citizens, more than the foundation with the ample endowments, more than the sympathy that granted the fund in Congress was necessary to this work, and that was a man of skill to know how that work should be organized, and the energizing brain to undertake that organization. Out of one hundred men, out of five hundred men who could be capable presidents of colleges, there are few men, believe me, who could take hold of an enterprise like this University from its inception, go hand in hand and heart to heart with its Founder on the one hand, and hand in hand and heart to heart with all the noblest advances and scholarship of the time on the other, both hand in hand, with their hearts beating with the moving heart of the humanity of this day. There are few men in whom could be found the unity to complete the other requirements—such as that practical skill and sagacity which were to secure for the ample fund of this University one hundred cents' worth for every dollar of the fund; and when the Board of Trustees selected the present President, that Board of Trustees needed no other credentials for uniting upon that one man than the skill evinced in developing the idea of its Founder. Why, fellow citizens, we have the Founder, and with the sympathy of the people and with the energizing head of your President, you have the three great and unusual elements out of which all this work sprung.

And why am I here, why are you here, when the giant stands ready with his own ample endowment, with his various and accomplished professorships, with his head thoughtful

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and sympathetic? Why stand we here at this moment as those great hands begin to move, as those living lips begin to speak, but that we may lift our hands and our hearts in prayer and invoke God's blessing upon this beneficent giant who is beginning to run the race? And what shall that race be? Why, fellow citizens, the motto that was uttered this morning was that this University would give instruction to any man in any department of knowledge. That is the great function in any university, and that shall be fulfilled. No professor in any college across the sea, no expert in any of the older universities in this land, shall be able to make a new experimental step in science, but it shall be the boast of this University that that experiment shall, upon this hill in Ithaca, instantly be provided for. This is the first great work of this University—that it shall give the amplest facilities to every one that shall ask for them to prosecute that work. It shall also be the perpetual shrine for the highest learning, and for those who are instructed, and for those who love knowledge for itself, who serve truth only for the sake of truth, and look no further than knowledge for its amplest reward. Here begin the crystal drops of this stream, the stream of the truest and highest philosophy. It gushes from these rocky hillsides: "*Fons aquae dulcis nomen cui Arethusa est.*"

And now I come to the still higher services that this University shall perform, not only to the teachers and the taught, not only for the scholar in himself, but also to make an intelligent American citizen—the greatest work that our system of universities achieves. Fellow citizens, remember this: It is not many years since a meeting in Faneuil Hall, in Boston, was assembled to discuss a subject that was in those days extremely unpopular. A rabble of sailors was hired to break up the meeting. In vain those who had called the meeting tried to speak; the sailors danced; the sailors sang. They could not be heard. In vain they appealed in the name of New England; in the name and honor of Boston boys; in the name of free speech. In vain they appealed. The sailors danced and the sailors sang, and no

word of the eloquent orators could be heard. At last, in the midst of the jolly sailors, a man of grand aspect arose; upon which, thinking they had found a champion among themselves, the sailors hushed for a moment to hear. "Well, fellow citizens," began the unforeseen orator, "well, fellow citizens, I wouldn't stop if I hadn't a mind to." The sailors laughed and cheered and sang; but it was clear that the speaker had not finished, so they grew silent once more. "No, fellow citizens, if I were you I wouldn't stop if I hadn't a mind to; but, if I were you, I'd have a mind to. Not because you are Boston boys; not because you are citizens of Massachusetts; but because you are men, and men everywhere like to see fair play." That man conquered. He had conquered because he had made an appeal to the great public opinion, and one that touched the ground on which they all stood.

Now, precisely what that meeting could do the people of this country can do. We can do precisely what we have a mind to, and therefore it is of vast importance that we have a mind to do those things that are right, just, and fair for all men. Therefore the highest function of any institution of learning is so to train the young men of this country that we shall have not only the government of public opinion, but of an enlightened public opinion. The republic can only be safe among intelligent men. For a republic of all the people in this country is now beyond question; though we may sigh still for the old castles, and the old dreams, the fact is certain, forever certain, that all the people of this country are to govern themselves. Therefore it is for your interest and the interest of every man, woman, and child in this country, that the great public opinion shall be enlightened upon every point from institutions of this kind. The best system of public instruction, and which has its best representatives here before you this afternoon, is that by means of which the government of the Republic is to be, what it always must be if the Republic is secure, a government of intelligent men.

And now, fellow citizens, the hour has come to end the day which shall never return again, the day which we shall

all remember. The hour has come when this institution is to pass under those influences which perform their daily services in our life. The hour has come when all that has been contemplated blossoms into actual operation, and we stand here only for one purpose. By a kindness, for which I cannot be enough grateful, I have been allowed to speak here the concluding words. And while our great universities grow up like tender plants, while they are reared with infinite care, with yearning pain, year after year unfolding into perfection, here is our University, our "Cornell," like the man-of-war, all its sails set, its rigging full and complete from stem to stern, its crew embarked, its passengers all ready and aboard; even while I speak to you, even as the autumn sun sets in the west, it begins to glide over the waves as it goes forth rejoicing, every stitch of canvas spread, all its colors flying, its musical bells ringing, its heartstrings beating with hope and joy. I speak for you, I speak for the State, I speak for this country, all represented in this great endowment, when I say: God bless the ship! God bless the builder! God bless the chosen captain! God bless the picked crew! And, gentlemen undergraduates, never to be forgotten, may God bless all the passengers!

At the close of Professor Curtis's address the museums and laboratories of the University were thrown open to the many thousands who had witnessed the day's proceedings. With the inspection of the collections, buildings and grounds the ceremonies of the Inauguration came to an end, and on the following Monday the lectures and class exercises of the first Trimester began.

